

REVIEW OF BEHAVIOR ANALYSIS IN
DEVELOPMENTAL DISABILITIES 1968–1995 (3RD ED.),
EDITED BY IWATA ET AL.

ANTHONY J. CUVO

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

The Society for the Experimental Analysis of Behavior has published the third edition of *Behavior Analysis in Developmental Disabilities*, edited by Brian A. Iwata, Jon S. Bailey, Nancy A. Neef, David P. Wacker, Alan C. Repp, and Gerald L. Shook. Although the *Journal of Applied Behavior Analysis (JABA)* publishes articles on the application of principles of learning with a variety of populations and in various settings, approximately half the articles pertain to persons with developmental disabilities. The total number of articles published on this population since the inception of the journal in 1968 to 1995 was 568. This edition reprints 70 of those experimental reports and review articles.

All 568 references, listed alphabetically within the book's 13 topical categories, have been included at the end of the volume. The categorized bibliography allows the interested reader to seek additional references, beyond the five complete articles typically included for each topic. A service provider who is faced with the task of developing a behaviorally based leisure and recreation program for a facility has 16 immediate references that would aid in that endeavor. The comprehensive bibliography also serves as a useful tool when preparing the reference list for a manuscript. Although an author may

have in hand the original journals when writing a manuscript, at a later date when writing the reference list or checking its accuracy, original sources may be difficult to locate.

The editorial process of developing a limited collection of articles that define a subdomain of behavior analysis could be conceived of as identifying a number of stimulus classes and specific journal article members of those classes that evoke a common response. The editors of this edition undertook this process, as did their predecessors for the first two editions. The development of behavior analysis in developmental disabilities from 1968 to 1995 can be seen by examining the topics of the three editions (Table 1). The current edition maintains the continuity of past editions by including the same topics, albeit with some slightly altered labels. The third edition, as its predecessors, leads with "General Issues in Assessment and Intervention," which places behavior analysis in developmental disabilities in the larger contextual home of the discipline of behavior analysis. Included is an often-cited article that defines applied behavior analysis as well as important conceptual articles on generalization and negative reinforcement. The topic also includes the report of the Association for Behavior Analysis task force on the right to effective treatment and a literature review on teaching persons with profound handicaps.

Some topic label modifications reflect more contemporary terminology as well as a more expansive domain (e.g., "Self-Care and Daily Living Skills," "Community

Iwata, B. A., Bailey, J. S., Neef, N. A., Wacker, D. P., Repp, A. C., & Shook, G. L. (Eds.). (1997). *Behavior analysis in developmental disabilities 1968–1995* (3rd ed.). Lawrence, KS: Society for the Experimental Analysis of Behavior.

Requests for reprints should be sent to Anthony J. Cuvo, Rehabilitation Institute, Southern Illinois University, Carbondale, Illinois 62901 (E-mail: acuvo@siu.edu).

Table 1
Behavior Analysis in Developmental Disabilities Topics Across Editions

Topics	1985	1988	1995
General Issues in Assessment and Intervention	X	X	X
Self-Help Skills	X	X	
Language and Social Behavior	X	X	
Vocational Skills	X	X	X
Community Survival Skills	X	X	
Aggressive and Disruptive Behavior	X	X	
Self-Injurious and Stereotyped Behavior	X	X	
Behavioral Medicine Applications	X	X	
Staff Training and Management	X	X	
Reinforcer Identification and Effective Usage			X
Basic Learning Processes			X
Self-Care and Daily Living Skills		X	X
Language Acquisition and Communication			X
Leisure and Recreation			X
Academic Performance			X
Community Preparation			X
Health, Safety, and Biobehavioral Applications			X
Severe Behavior Disorders I: Assessment			X
Severe Behavior Disorders II: Treatment			X
Parent, Staff, and Teacher Training			X

Preparation”). Although not identified in the title, social behavior is included in the “Language Acquisition and Communication” topic. Communication, which occurs in a social context, is now seen as a more encompassing term than merely spoken language. The current edition retains some of the important articles published in earlier editions and adds more recent articles as well. Newer articles may include novel components of independent variable packages (e.g., choice making, peer training, self-management, setting events, supported employment, videotape modeling) or new target behaviors (e.g., self-advocacy, checking account skills).

In addition to these topic modifications, there also are new or substantially new topics in the third edition, including “Academic Performance,” “Health, Safety, and Biomedical Applications,” and “Leisure and Recreation.” Parent and teacher training have augmented the staff training topic area. Although behavior analysis in a school setting dates back to the early years of the

journal, recent expansions of the domain with special populations include group teaching procedures, self-monitoring of performance, and classwide peer tutoring. In addition, research has included instruction of reading, spelling, and sight vocabulary. Exciting new research in the health, safety, and biomedical domains includes topics such as assessing and treating food related disorders and teaching persons with developmental disabilities first aid, fire safety, and suctioning tracheostomies. This topic is a substantial expansion over the former “Behavioral Medicine Applications” topic. Articles on these new contributions have been included in the third edition.

This edition also includes two novel areas titled “Reinforcer Identification and Effective Usage” and “Basic Learning Processes.” Recent research on the former topic underscores not only the difficulty but also the importance of establishing effective reinforcers for persons with developmental disabilities. Articles also address how variables such as establishing operations and various

dimensions of reinforcement can affect performance. The section on "Basic Learning Processes" reflects the bridge between experimental and applied behavior analysis and includes studies on errorless learning, discrimination training, stimulus control, generalized imitation and response class formation, and stimulus equivalence.

Since publication of the second edition of this volume, unarguably the topic that has seen the greatest growth is the assessment and treatment of severe behavior disorders in people with developmental disabilities. Since publication of the seminal conceptual article on the motivation of self-injurious behavior (Carr, 1977) and its translation into assessment procedures (Iwata, Dorsey, Slifer, Bauman, & Richman, 1982/1994), there has been an exponential growth of articles on the development of procedures to assess problem behavior, derive hypotheses regarding variables that maintain problem behavior from the assessment, and implement intervention procedures based on those hypotheses.

Although that research might suggest a Kuhnian (1962) paradigm shift, it is in fact a rediscovery of lessons taught decades ago. Skinner (1953) instructed us to engage in behavioral detective work to determine the variables that control behavior (i.e., we should do a functional analysis). Unfortunately, lessons instructed were not lessons well learned, at least until the mid-1980s. Prior to that time, selection of treatment procedures for problem behavior relied on a logical generalization from the research literature to clinical situations. We hoped that procedures in published research that were effective with a given client, with a given problem behavior, and in a given context would also be effective with a different client, with a different problem behavior, in a different context. In general, powerful punishment procedures were sought whose

effects were analogous to a broad-spectrum antibiotic drug or insecticide.

For the past decade, our efforts have become much more idiosyncratic and contextual. As articles in the third edition demonstrate, we now have an effective technology to assess why single individuals emit their specific problem behavior and how to tailor treatments to those individuals. We have known for decades that behavior, any behavior, is acquired and maintained by reinforcement, both positive and negative. Positive reinforcement may vary in quality (e.g., social, tangible) as well as in other dimensions and may derive from sources that are external to the individual or, arguably, within the individual. Problem behavior may also be negatively reinforced when the individual escapes a task that requires considerable physical work or effort, when the response may not be in the individual's repertoire or is limited, or when response consequence dimensions may not be favorable. Exemplary examples of research on these topics are included in the third edition of *Behavior Analysis in Developmental Disabilities*.

The 70 articles in this volume define and illustrate behavior analysis in developmental disabilities with a mix of classic studies from past decades and cutting-edge articles that show more recent trends. This volume should be within arm's reach of every service provider, researcher, administrator, professor, and graduate student who has an interest in behavior analysis for persons with developmental disabilities because of its direct relevance to their professional activities. In addition, the book will be useful to behavior analysts who work with other populations and settings because of the generality of the corpus of work. Many of the articles included in this volume should have utility for behavior analysts working with children, the elderly, persons with head injury, and psychiatric populations.

REFERENCES

- Carr, E. G. (1977). The motivation of self-injurious behavior: A review of some hypotheses. *Psychological Bulletin*, 84, 800–816.
- Iwata, B. A., Bailey, J. S., Neef, N. A., Wacker, D. P., Repp, A. C., & Shook, G. L. (Eds.). (1997). *Behavior analysis in developmental disabilities 1968–1995* (3rd ed.). Lawrence, KS: Society for the Experimental Analysis of Behavior.
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197–209. (Reprinted from *Analysis and Intervention in Developmental Disabilities*, 2, 3–20, 1982)
- Kuhn, T. S. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Skinner, B. F. (1953). *Science and human behavior*. New York: Macmillan.

Received February 13, 1997

Final acceptance March 3, 1997

Action Editor, David P. Wacker